



DIAGNOSTIC REVIEW REPORT

FOR

T.T. KNIGHT MIDDLE SCHOOL

9803 Blue Lick Road
Louisville, Kentucky
40229

Mrs. Faith Stroud, Principal

January 13-16, 2013



North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Copyright ©2012 by Advance Education, Inc. AdvancED grants to the Institution, which is the subject of the Diagnostic Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.

Table of Contents

Introduction to the Diagnostic Review	4
Part I: Findings	5
Standards and Indicators	5
Standard 1: Purpose and Direction	6
Standard 2: Governance and Leadership	8
Standard 3: Teaching and Assessing for Learning	11
Standard 4: Resources and Support Systems	16
Standard 5: Using Results for Continuous Improvement	19
Part II: Conclusion	22
Summary of Diagnostic Review Team Activities	22
Overview of Findings	23
Standards and Indicators Summary Overview	23
Learning Environment Summary	26
Improvement Priorities	28
Part III: Addenda	29
Diagnostic Review Visuals	29
2013 Leadership Assessment/Diagnostic Review Addendum	35
Diagnostic Review Team Schedule	39
About AdvancED	43
References	44

Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2.0

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> Stakeholder Surveys Artifact Review Purpose Statement Teacher Interviews Executive Summary Classroom Observations 	3
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> Stakeholder Surveys 30/60/90 Plans Purpose Statement School Observations Stakeholder Interviews 	2

Indicator		Source of Evidence	Performance Level
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • 30/60/90 Plans • Stakeholder Survey • Artifact Review • Quarterly Reporting • School data profile • Teacher Interviews • Classroom Observations • School Leadership Presentation 	2

Opportunities for Improvement

Indicator	Statement	Rationale
1.2	Establish school-wide shared values and beliefs about teaching and learning that support challenging and rigorous educational programs and learning experiences for all students.	All students should have access to challenging educational programs and equitable learning experiences. Classroom observations and reviewed artifacts suggest that while teachers are working on daily instructional targets, the level of instruction, materials, and lesson activities that most students are engaged in lack the rigor necessary to close achievement gaps.
1.3	Assess the school's improvement process to ensure that it is systematic and improvements in student learning and the conditions that support learning are documented. Use the information from this assessment to improve the effectiveness of the improvement planning process.	Identification of strong improvement processes that are understandable and include stages such as Plan, Do, Check, and Act increases stakeholder support for the school. Interviews, school and classroom observations, and artifact review reveal that improvement strategies are implemented sporadically across content areas and grade levels.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.7

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Bobcat Tracks • Artifact Review • CSIP • SIG Grant Sustainability Plan • Performance Data • SBDM Advisory Council Minutes • 30/60/90 Plans 	3
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • SBDM Advisory Council Minutes • Bobcat Tracks Communications • Artifact Review 	3
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • CSIP • Staff Evaluations • JCPS School Board Minutes and Policies 	3
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • 30/60/90 Plans • Stakeholder Surveys • Leadership Team Meeting Minutes • Artifact Review • Vail Institute Participation 	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • SBDM Advisory Council Minutes • Stakeholder Surveys • Parent Interviews • PTSA • School Improvement Committees 	3

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none">• Staff Evaluation• Professional Growth Plans• Vail Institute Participation	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.4	Further shape a school culture in which all stakeholders embrace the school's purpose and direction for improvement, and ensure that school leaders and staff are collectively accountable for student learning and expect all students to be held to high standards.	School cultures that are defined by school leaders and staff encouraging, supporting, and expecting all students to be held to high standards are more likely to remove barriers that impede progress in improving student performance and organizational effectiveness. While there is some evidence that school leaders and staff align their decisions with the school's purpose, less evidence exists that all students are held to high standards. There is minimal evidence that all school personnel are accountable for student learning.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	2.0

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Stakeholder Surveys • Lesson Plans • Master Schedule • Student Work • Artifact Review • Classroom Observations • Teacher Interviews • Instructional Coaches Interviews 	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Stakeholder Surveys • Artifact Review • Professional Development Meetings • Teacher Interviews • Instructional Coach Interviews 	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Stakeholder Surveys • Learning Walks • Classroom Observations • Walk through Data • Professional Development Documentation • Stakeholder Interviews 	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Professional Growth Plans • Stakeholder Surveys • Instructional Coaching Documentation • Artifact Review • Classroom Observations • Teacher Interviews 	2

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Artifact Review • PLC Meeting Schedule • Staff Survey • Principal and Teacher Interviews • Classroom Observations 	2
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Artifact Review • Staff Survey • Classroom Observations • Teacher Interviews • Posted Learning Expectations and Standards of Performance 	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Staff Survey • New Teacher Support Calendar • Teacher Interviews • Instructional Coach Interviews • Walkthrough Data 	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Master Schedule • Artifact Review • Parent and Student Surveys • RTI Plan • Artifact Review • E-Chalk 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Stakeholder Surveys • Grade Level Team Meetings • Stakeholder Interviews • Self-Assessment 	2

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • JCPS Grading Policy • Artifact Review • Teacher Interviews 	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Staff Survey • Professional Development Plan • Artifact Review • Principal Interview 	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Stakeholder Surveys • RTI Plan • Data sources • Teacher Interviews • School and Classroom Observations • Parent Interviews 	3

Opportunities for Improvement

Indicator	Statement	Rationale
3.1	Further refine existing processes to ensure challenging learning experiences and differentiated learning opportunities designed to develop learning, thinking, and life skills that lead to success at the next level are available to all students in all classes.	Learning experiences that are purposefully designed to emphasize deeper understanding of concepts and engage students in their own learning will provide authentic opportunities for students to apply their knowledge in meaningful ways. Classroom observations and review of artifacts indicate that students need more opportunities to be challenged at a high level and additional support for the development of higher order thinking and learning skills.
3.3	Design and implement an instructional monitoring system to support teachers in consistently using instructional strategies that require students to apply knowledge and integrate content and skills with other disciplines.	School personnel must have clear direction, additional support, and ongoing feedback in regards to effective professional pedagogy. Classroom observations and the coaching conversation report indicate teachers do not always follow the school's expectations for rigorous, engaging and differentiated (RED) instruction that challenge students to perform at high levels.

Indicator	Statement	Rationale
3.5	Establish collaborative learning communities that focus on inquiry practices (e.g., action research, examining student work) to inform adjustments to instructional processes and teaching practices.	Observation of embedded professional development sessions, teacher interviews and a review of data indicate that members of the staff are collaborating, but there is no formal process for ensuring that teachers are focused on the use of inquiry practices that result in improved student performance.
3.6	Develop an instructional monitoring plan that holds personnel accountable for implementing the established instructional process.	Instructional processes that are implemented systemically and with fidelity provide a higher degree of successful and sustainable improvement efforts. Little evidence is present that school staff members consistently provided instructional feedback. Coaching and mentoring of effective instructional practices does not occur on a regular basis.
3.7	Implement procedures that aid in the formation of a collaborative culture that ensures coaching, mentoring, and induction opportunities are available for all staff.	When teachers are hired at schools with established mentoring programs, they are more likely to be successful. Also, the retention rate for teachers within these schools is increased. A review of documents and interviews indicate that there are few programs available to support instructional improvement.
3.8	Develop opportunities to engage all children's families in more meaningful ways and better inform them about their children's learning progress.	A student's level of success in school is connected to the schools relationship with and ability to connect in significant ways with their family. Interviews and survey data indicate that families are not directly involved in their children's education. Parents are informed of student progress, but there are infrequent opportunities to engage parents in the school community.
3.9	Further refine the student advisory program to ensure that each student is well known by at least one adult who supports that student's educational experience.	Student success will increase in a supportive environment where students are well known and develop a bond with adults in the school. Stakeholder interviews and artifact review indicate that the school has an advisor/advisee program, but there is little evidence that there is genuine advocacy for individual student learning needs.
3.10	Initiate a review of teacher grading practices and revise policies to require the use of common grading practices and reporting of grades that are based on clearly defined criteria that represents a student's attainment of content knowledge and skills.	Schools with a universal and systematic grading policy increase a student's success in attaining requisite knowledge and skills needed to be successful at the next level. Interviews, observations and student progress data reveal that students do not consistently receive grades based on learning targets or specific standards.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.0

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> Youth Service Staff Interviews Safety Plan Master Schedule Artifact Review Self-Assessment Hiring Policy 	2
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> Artifact Review CSIP Stakeholder Surveys Master Schedule Teacher Interviews Classroom Observations 	2

Indicator		Source of Evidence	Performance Level
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • School Safety Plans • Maintenance Schedules • Staff Interviews • School and Classroom Observations 	3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Stakeholder Surveys • Technology Survey • Stakeholder Interviews • School Leadership Presentation 	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Technology Plan • JCPS Technology Policy • Staff Survey • Artifact Review • Self-Assessment • Staff Interviews • Classroom Observations 	1
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Stakeholder Surveys • Staff Interviews 	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Artifact Review • Family Service Center Operations • Staff Interviews • School and Classroom Observations • Student Needs Assessment 	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.1	Review and revise policies on hiring of qualified personnel to ensure that all staff are well qualified for their positions.	Students' success is dependent on the qualifications of the professional. Evidence collected from principal interviews and a review of artifacts indicates that several staff members do not meet the status for being highly qualified.
4.2	Monitor the allocation of resources and use of instructional time at the school level to ensure students are given opportunities to master learning targets.	Allocation of resources and protection of instructional time are critical components of an effective instructional program. Teacher interviews and school observations reveal minimal evidence of practices and procedures that protect instructional time for all students.
4.6	Develop and implement a clearly defined process to determine the physical, social, and emotional needs of students and monitor the process for fidelity and effectiveness.	School observations and staff interviews indicate that programs are provided to students to meet their needs. However, there is little evidence that these programs are coordinated or a formal process is used to determine the individual needs of each student.
4.7	Establish a process to measure the effectiveness of support services such as counseling and career planning.	Observations and data indicate that there are processes for counseling and career planning for students. School personnel rarely examine and discuss the data produced by these programs to measure the level of effectiveness.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>		Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.		2.0

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Student Performance Diagnostic • Staff Surveys • Classroom Assessments 	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • School Observations • Staff Interviews • Quarterly Report Documentation • Stakeholder Surveys 	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Quarterly Report • Stakeholder Surveys • Principal and Teacher Interviews • Artifact Review 	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • School Report Card • Quarterly Report • Staff Survey • Student Performance Diagnostic 	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • 30/30/90 Plans • Communication to Stakeholders • Stakeholder Surveys 	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.1	Coordinate and evaluate processes to ensure that student performance measurements and use of data are effective in improving instruction, student learning, and the conditions that support learning.	When a school develops a comprehensive assessment program, there is a stronger possibility that it achieves the desired improvement outcomes. School observations, artifact review, and staff interviews reveal that there is some evidence that the assessment system is implemented across grade levels and several content areas.
5.2	Provide all staff members opportunities to learn about procedure for collecting, interpreting, and using data to improve classroom instruction and student achievement.	Organizational effectiveness increases when personnel are coached and supported in the use of data to measure success of instructional programs. Some staff members are trained in the interpretation and use of data. Evidence reveals that some school personnel focus on the conditions that support student learning.

Indicator	Statement	Rationale
5.4	Develop a system for analyzing data to determine improvement in student learning, ensuring that attention is given to students' readiness for success at the next level.	Observations of embedded professional development and interviews with teachers and leadership indicate that school staff does not consistently use data to drive instruction. Staff needs to be able to cite data on individual students and use that data to verify attainment of improvement goals.
5.5	Initiate the systematic collection, organization, and communication of comprehensive information about student learning and the achievement of school improvement goals.	The degree to which the school consistently monitors and communicates comprehensive information about student learning, the conditions that support learning and achievement of school improvement goals is not fully evident.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on January 3, 2013 to begin a preliminary examination of T.T. Knight Middle School's Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, January 13, 2013 and concluded their work on January 16, 2013.

T.T. Knight Middle School staff and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	4
Site-Based Council Members	1
Teachers and Support Personnel	30
Parents and Community Members	3
Students	16
TOTAL	54

The Diagnostic Review team also conducted classroom observations in 32 classrooms using the Effective Learning Environment Observation Tool (ELEOT). Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

The leadership of Knight Middle School has implemented initiatives to change the culture of the school to a more welcoming environment. Committees such as Efficiency and Academic Performance have been established to improve the climate, stakeholder interactions, and student achievement.

The ASSIST Stakeholder Performance Diagnostic and Student Performance Diagnostic indicate that student and school performance reflect an upward trend. Though slight, the school should celebrate its successes and use these celebrations to create momentum to encourage completion of improvement goals.

Additional support staff has been added to aid the school in meeting its goals. School leadership must remain vigilant in ensuring that improvement activities are pervasive and sustained. More frequent monitoring of the instructional program should be a high priority.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the school's efforts, but as a roadmap to build upon the work that has been done thus far.

Standards and Indicators Summary Overview

<i>Standard 1 – Purpose and Direction</i>
<ul style="list-style-type: none">• The process for reviewing and communicating the school's purpose is evident and documented. The process includes participation by representatives from various stakeholder groups.
<ul style="list-style-type: none">• Priority has been given to developing a continuous improvement system. However, documentation linking the process to improved student achievement and instruction is unclear.

<i>Standard 2 – Governance and Leadership</i>
<ul style="list-style-type: none">• The SBDM advisory council establishes policies and supports practices that ensure effective administration of the school.
<ul style="list-style-type: none">• The SBDM advisory council ensures that school leaders have the autonomy to meet goals for achievement and instruction and to manage day- to-day operations effectively.
<ul style="list-style-type: none">• The SBDM advisory council has defined roles and responsibilities and the members of the council function according to policies and procedures.
<ul style="list-style-type: none">• Some decisions are made by the leadership to enhance continuous improvement.
<ul style="list-style-type: none">• There is minimal evidence that the data collected through supervision, coaching, and evaluation is being used to improve instructional practices of teachers.

Standard 3 – Teaching and Assessing for Learning

- Use of assessments is evident. Assessments and learning experiences lack rigor at a level to challenge students to develop higher level thinking skills and attain proficiency. There is minimal evidence of differentiation for individual students.
- There is limited evidence of a highly structured system for monitoring and adjusting curriculum and instruction to ensure that all students benefit from engaging learning experiences.
- Teachers seldom personalize instructional strategies to address the learning needs of individual students. There is minimal evidence of connection between the use of effective instructional strategies that engage students and staff expectations for students to perform at high levels.
- School leadership does not consistently monitor instructional feedback. Coaching and mentoring of effective instructional practices does not occur on a consistent basis.
- There is evidence that some teachers participate in job-embedded professional development across content and grade levels. No evidence exists that professional learning communities are engaged in action research projects or examining student work.
- Most teachers inform students of learning expectations. While the school uses some formative and summative assessments, the assessments are not used pervasively to modify instruction on a regular basis.
- There is limited evidence of mentoring or coaching among the instructional staff.
- Parents are informed of student progress, but there are few activities to engage families in their children's education in meaningful ways.
- The school has an advisor/advisee process to build student and adult relationships. However, the structure provides limited opportunities for the adult to become an advocate for the student.
- Most teachers use common grading and reporting practices. Student grades do not always reflect students' mastery of content standards. All stakeholders are not aware of how standard-based grading works.
- While professional development activities are scheduled and delivered, there is a lack of alignment between development offerings and effective instructional and teaching practices. The professional development program is not evaluated to determine its effectiveness.
- School personnel do not consistently use data to identify the individual learning needs of all students. There is little evidence that conversations occur pertaining to students' learning styles, multiple intelligences, or personality type indicators.

Standard 4 – Resources and Support Systems

- There are policies and procedures that outline the process school leaders follow to hire, retain, and assign staff.

Standard 4 – Resources and Support Systems

- Instructional time is seldom protected. Material and fiscal resources are sporadically allocated in support of the instructional program and organizational goals.
- The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
- The technology infrastructure supports the school's teaching, learning, and operational needs of some stakeholders. There is no current technology plan.
- Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school.

Standard 5 – Using Results for Continuous Improvement

- Some staff members are trained in the interpretation and use of data. Evidence reveals that some school personnel focus on the conditions that support student learning.
- Leadership monitors and communicates comprehensive information about student learning and the achievement of school improvement goals to stakeholders.
- Lack of evidence exists that school-wide policies and procedures have been established that describe a process for analyzing data.

Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the school. Using the summative ELEOT data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 32 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data. The ELEOT can be an effective resource when used as a tool for walkthroughs.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

Classroom observations revealed that classrooms were well-managed (mean rating =2.5). Instances of student misbehavior were minimal and immediately addressed by teachers. Classrooms were very orderly as were transition times, which were supervised by teachers and administrators.

In terms of active learning (mean rating = 2.5), students had ample opportunities to engage in student-centered activities and other activities that called for group discussion and involvement. Teachers used technology as an instructional tool, however, as noted below, for mostly lower-order functions. Students were able to connect course content and lessons to real life experiences.

Observations revealed minimal use of technology for deepening teaching and learning (mean rating = 1.2). There were very few instances where students were observed using technology for the purposes of higher order learning, e.g., conducting research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., displaying of notes, PowerPoint slides).

Fostering an environment of high expectations (mean rating = 2.1) is an area of continued focus by the school. Observations showed that many teachers taught content far below students' capabilities. Though trend data showed slight increases in student achievement, students were not engaged in rigorous or challenging activities. A significant number of classroom observations revealed that instruction was teacher-directed and the activities did not require students to process information.

Associated with an equitable learning environment (mean rating = 2.0), there was evidence that students had equal access to classroom discussions, activities, resources and technology, and that students know that classroom rules and consequences are fair, clear and consistently applied. However, opportunities for students to learn about their own and other's backgrounds, cultures, or differences were limited as were instances in which teachers provided differentiated learning opportunities and activities. Most observations revealed that instruction was whole group, teacher-centered, and lecture supported with print materials.

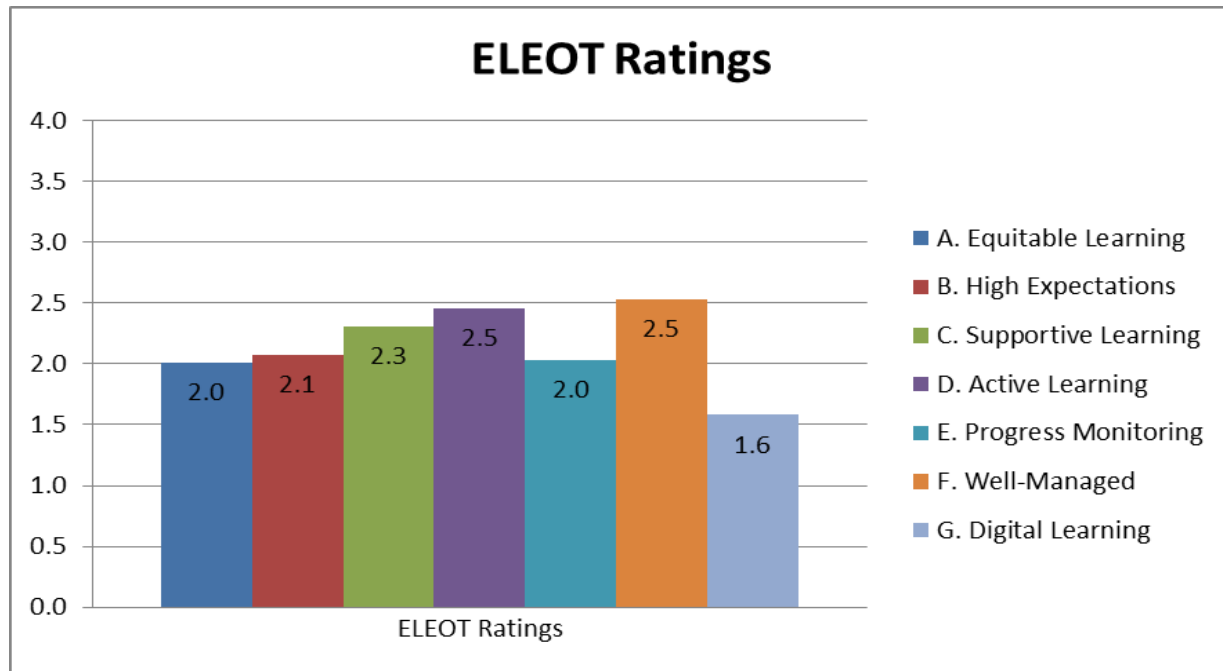
Improvement Priorities

Indicator	Statement	Rationale
2.6	Structure staff supervision and evaluation systems to inform and support professional growth needs and use identified needs to assist in the creation of a strong professional development program.	Robust supervision and evaluation systems predominantly focus on improving professional practice and ensuring student success. There was a lack of evidence that data collected through supervision, coaching, and evaluation is being used to improve instructional practices of teachers.
3.2	Monitor the instructional program to ensure the alignment of curriculum across grade levels and content areas is consistent.	Staff interviews, school observations, and artifact review revealed that the school does have some vertical and horizontal teams engaging in discussions about student learning. However, there is limited evidence that these teams take this information and adjust the curriculum to meet the needs of all students.
3.4	Restructure the system of instructional program monitoring to incorporate documented use of classroom walkthrough data to monitor and adjust instructional strategies and professional practice.	Artifact review and staff interviews provided little evidence that walkthroughs take place on a regular basis or data is collected, compiled, shared and used to improve instruction.
3.11	Ensure that the professional development program offerings are aligned with the school's needs and evaluated for effectiveness within the classroom.	Observations in classrooms and of embedded professional development sessions and a review of data on professional development reveal that professional development is occurring, but there is not enough that is focused on effective instructional strategies. The professional development program is not evaluated to determine its effectiveness.
4.5	Create and administer a technology needs assessment and use the resulting data for implementing a technology plan to continuously improve technology services and infrastructure.	Interviews and review of documents and artifacts indicated that a technology integration plan is needed to support the improvement of student instruction. There was no evidence that a plan is in place.
5.3	Provide training for all staff in a rigorous, individualized professional development program that focuses on evaluating, interpreting, and using data to drive instruction.	Training for professional and support staff in the evaluation, interpretation, and use of data connects them to their students and the degree to which their students are learning.

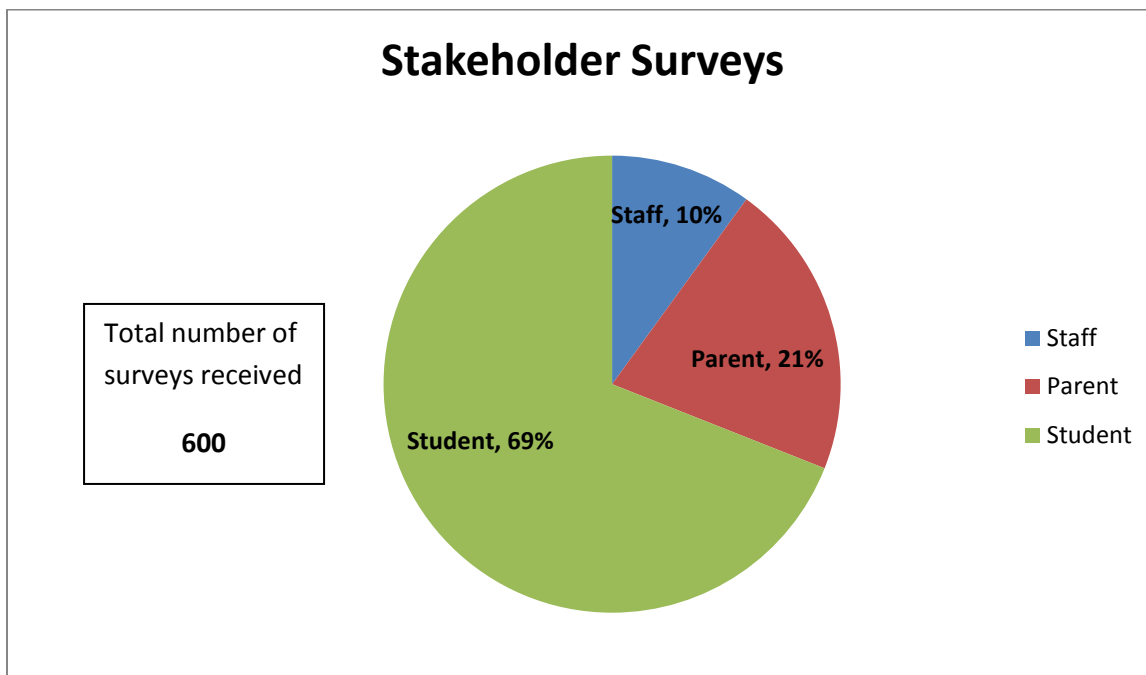
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations



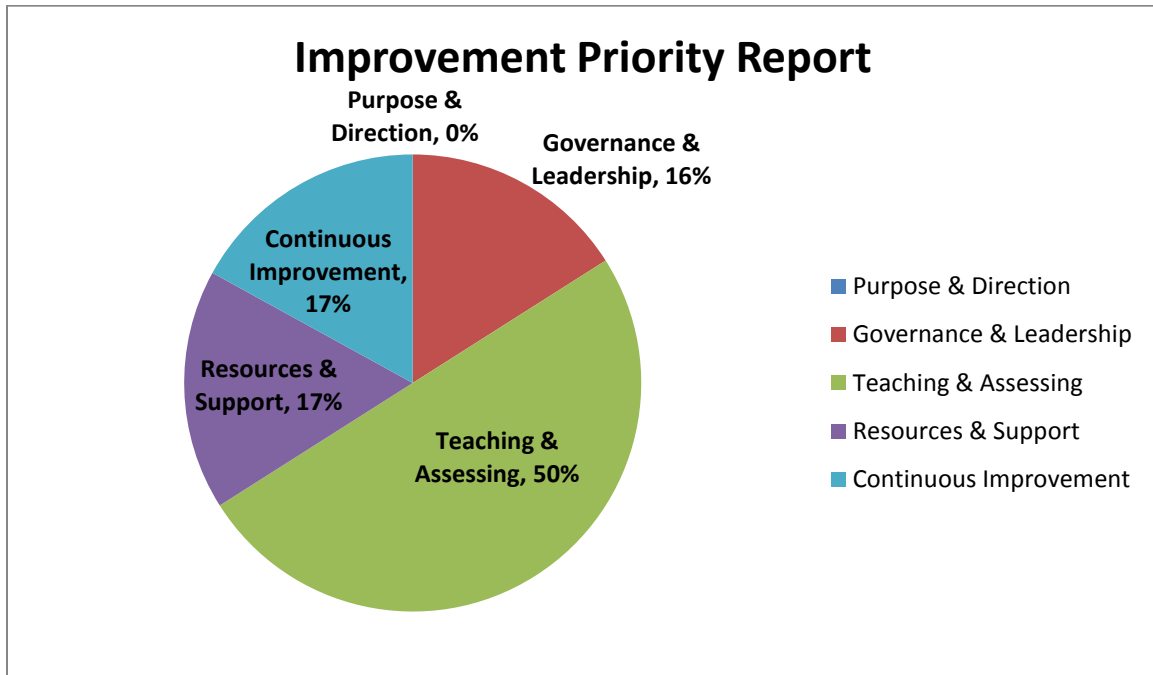
Percentages of stakeholder groups
that completed the surveys



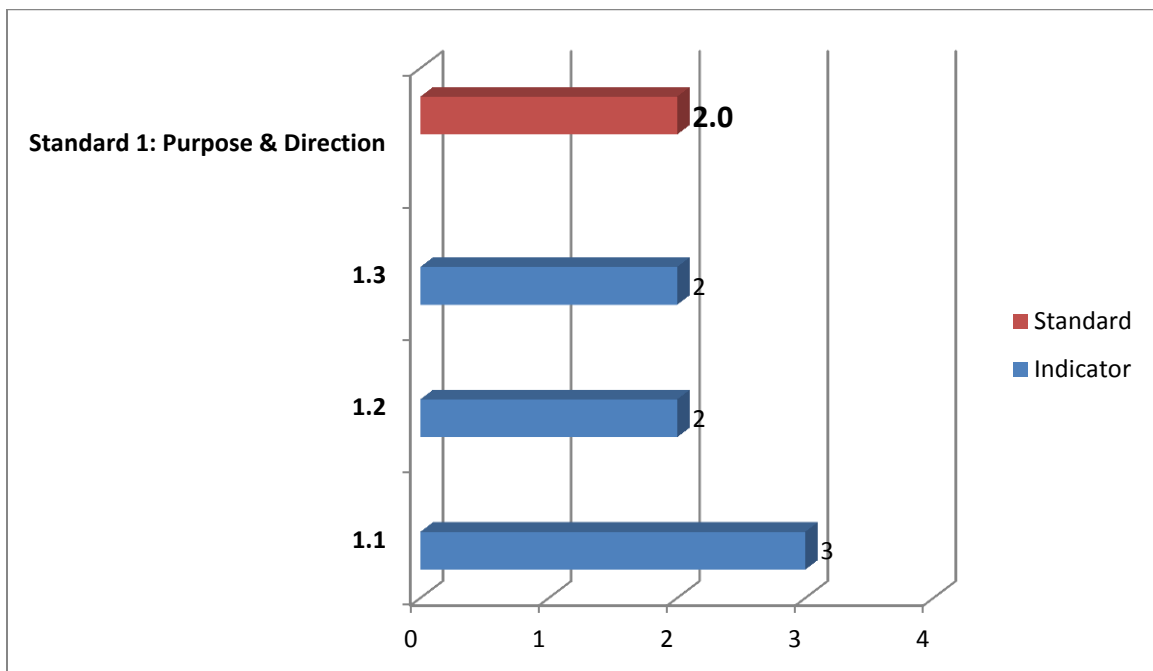
Self-Assessment performance level ratings

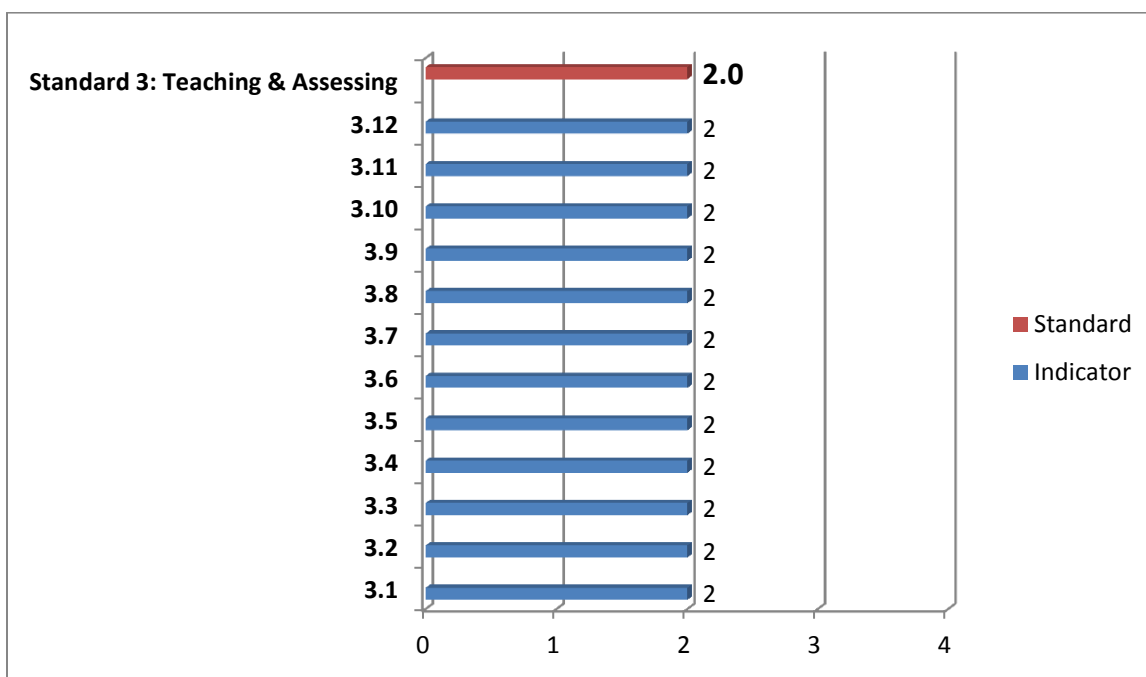
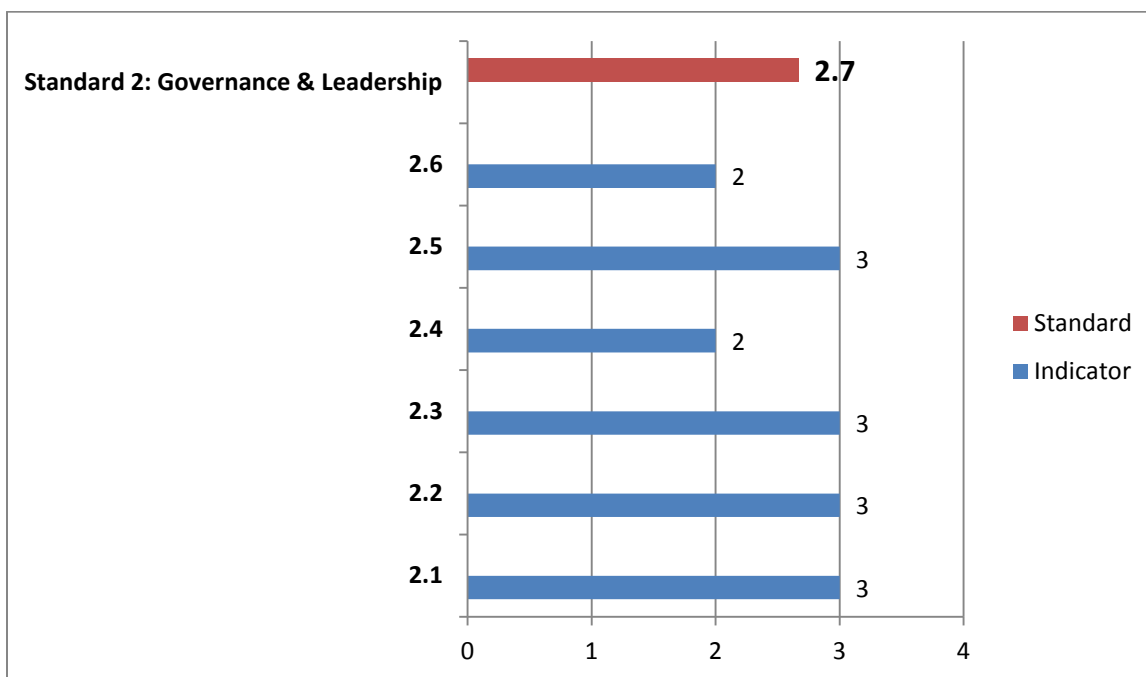
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	3
1.2	2	2
1.3	3	2
2.1	3	3
2.2	2	3
2.3	3	3
2.4	4	2
2.5	3	3
2.6	3	2
3.1	2	2
3.2	3	2
3.3	2	2
3.4	3	2
3.5	3	2
3.6	2	2
3.7	3	2
3.8	3	2
3.9	2	2
3.10	2	2
3.11	3	2
3.12	3	2
4.1	3	2
4.2	3	2
4.3	3	3
4.4	2	3
4.5	1	1
4.6	3	2
4.7	4	2
5.1	3	2
5.2	3	2
5.3	2	2
5.4	3	2
5.5	3	2

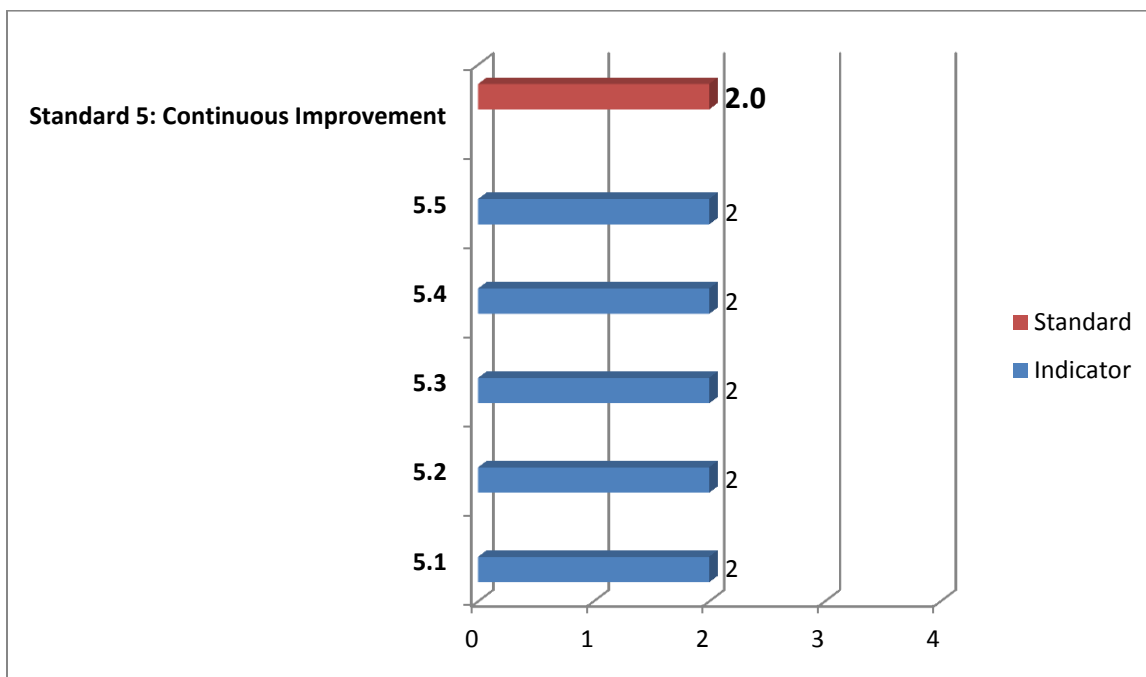
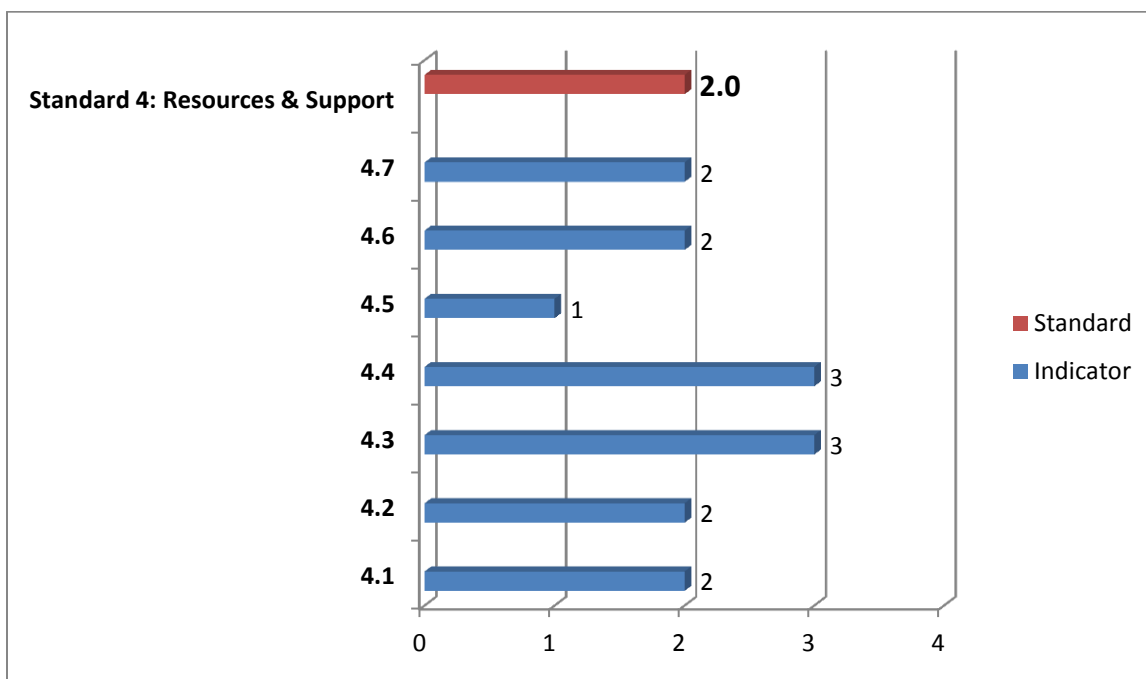
Percentage of Standards identified as
Improvement Priorities



Average ratings for each
Standard and its Indicators







2013 Leadership Assessment/Diagnostic Review Addendum**Knight Middle School 2011 Leadership Assessment Report Identified Deficiencies****Deficiency 1:**

The principal and school council have not demonstrated leadership that provides guidance and engages stakeholders within the school to meet challenges of struggling students in reading and math that address goals of No Child Left Behind.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence: Teacher interviews, classroom observations, Embedded Professional Development (EPD) observations, Stakeholder Performance Diagnostic, 30-60-90 Plan, SBDM and Committee meeting minutes, PEAK Professional Development and evidence of data disaggregation indicate that some guidance has been given within the school to meet the challenges of struggling students in reading and math. Stakeholders are involved in planning and making instructional decisions, but there is little evidence that the teacher competency, skills and instructional strategies are in place to meet the needs of struggling students.</p>	
<p>Comments: The school has developed a response to intervention (RTI) plan in order to address the students that are in need of Tier 2 and Tier 3 interventions. This plan consists of 20 minutes each day for students to participate in programs such as Study Island and Success Maker. Consideration should be given to providing professional development for teachers on addressing the needs of struggling students by providing a differentiated curriculum in the regular classroom environment.</p> <p>The principal has indicated that several certified teachers identified as interventionists are working to provide coaching and instructional support for teachers. Teacher interviews suggest that this coaching is not valued by the staff and not performed on a consistent schedule with all teachers.</p> <p>According to documentation, the classroom walkthrough instrument and the expectations for instruction have been altered several times over the course of the school year. The leadership team and teachers would receive more guidance with a consistent form that is used on a regular schedule by the administrative staff. Quality feedback should be given to foster teacher professional growth.</p>	

Deficiency 2:

The principal has not ensured that teachers deliver student centered, rigorous, and differentiated instruction that meets the learning needs of all students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence: Interviews with staff and classroom observations reveal that the principal and staff are attempting to address differentiation through the use of daily formative assessments.</p>	

Classroom observations indicate that teachers are not providing teachers with a rigorous curriculum that is differentiated to meet the needs of students. School observations indicate that more frequent monitoring of the instructional program with specific feedback is necessary for all staff.

Comments:

The Student Performance Diagnostic and survey data show that student achievement shows in upward trend. Few teachers are incorporating rigor within learning experiences provided to all students. Formative assessments should provide teachers with feedback about student progress that can support differentiation for students.

Teachers need to develop a clear understanding of rigorous quality instruction. Continued professional development needs to occur pertaining to rigor and varied instructional strategies to be implemented with all students in every classroom. The principal should collaborate with other instructional leaders to continuously monitor instructional practices, provide feedback and ongoing support to assure differentiated, research-based instructional strategies are used to engage and challenge students at high levels.

Deficiency 3:

The principal has not fostered a culture of mutual respect between all staff members and students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

Staff and student interviews, ASSIST Survey data, Friday Embedded Professional Development (EPD) sessions on behavior, hallway observation, direct observation of EPD's, Behavioral Goal Clarity Professional Learning Communities, an email from the principal to staff regarding expectations for addressing student misbehavior, and the Stakeholder Performance Diagnostic indicate that the school has undertaken measures to foster the culture of mutual respect between all staff members and students.

Comments:

This deficiency has an established process for interventions. According to the principal, data suggests that expectations about showing mutual respect indicate improvement and attitudinal changes. On Fridays, student behavioral data is examined and the next steps are determined.

Observations of student/teacher interactions show that additional work is needed to create an environment where teachers and students demonstrate mutual respect. Teacher interviews indicate that the principal has communicated expectations for managing student behavior.

Further, teacher interviews show a desire by teachers for the administration to become more visible throughout the building and in classrooms.

Deficiency 4:

The principal and school council have not established an organizational structure that promotes high student achievement and staff performance.

	This deficiency has been addressed in an exemplary manner.
X	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

A review of the 30-60-90 plan, Comprehensive School Improvement Plan, staff and student handbooks, advisory council minutes and agendas, interviews with instructional coaches, student performance diagnostic and stakeholder performance diagnostics, committee meeting agendas minutes indicate that this deficiency has been addressed satisfactorily.

Comments:

The school currently has an Advisory Council that provides advice and guidance to the principal. Three committees have been established in the areas of Academic Performance, Learning Environment and Efficiency. Goals are established in the 30-60-90 day plan and are monitored for their impact student achievement. The administrative team has been re-structured to allow counselors to provide counseling services and character education classes. An assistant principal, rather than a guidance counselor has taken on the responsibility of building assessment coordinator and exceptional child services coordinator. A guidance counselor has been hired to focus on college/career readiness counseling and works with students on goal setting and planning field trips for exposure to colleges and careers. Embedded professional development includes a weekly data analysis session for each grade level.

Deficiency 5:

The principal has not held all staff members accountable for their roles in improving student academic and behavioral performances to sustain continuous improvement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

Interviews with staff and school and district level administrators, leadership assessment addendum, Embedded Professional Development (EBD) meetings, Instructional Coaching Reports, Classroom Observations, Learning Walk data and RTI process indicate that this deficiency has been partially addressed.

Comments:

The principal has created a framework to improve organizational efficiency and accountability for all stakeholders. The framework includes systems to monitor and provide support for all classroom teachers through embedded professional development and instructional coaching. The impact of these support structures has yet to bring about substantial student growth or development of effective professional practice throughout the school.

Deficiency 6:

The principal has not engaged all stakeholders in decision making to develop a common ownership in the success of all students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

Interviews with parents, staff, and students, and reviews of Okolona Business Association membership and participation, SBDM Advisory minutes, committee meeting minutes, school survey results, and PTSA Board meeting minutes reveal that the principal and school leadership have initiated measures that address this deficiency. However, the SBDM team has an advisory role that has not been elevated to regain the rights and privileges of regular SBDM teams.

Comments:

The principal has sought community partners, instituted new committees, and formed advisory councils. These interventions have been initiated. The principal should ensure that there is more stakeholder involvement in shared decision making. The principal needs to build capacity and sustainability for ensuring continuous stakeholder involvement to promote student achievement.

Diagnostic Review Team Schedule**Knight Middle School Diagnostic Review Schedule**

On January 3, 2013, the Diagnostic Review Team participated in a webinar. Further, the team reviewed documents daily in preparation for the visit to Knight Middle School.

SUNDAY, January 13

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, January 14

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	<p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <p><u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u></p> <ol style="list-style-type: none"> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning 	Conference room or other private work area that can be designated for team use during the three day on-site review	

	conditions and student achievement have improved?		
9:00– 9:15	Break		Diagnostic Review Team Members
9:15 – 10:15a.m.	Principal interview		Diagnostic Review Team Members
10:15– 11:45	Begin school and classroom observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing		Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		
	Individual interviews should be scheduled for all school council members		Diagnostic Review Team Members (working in pairs or as individuals)
	Small group (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students 3. community partners(if any)		Diagnostic Review Team Members (working in pairs or as individuals)
	Begin review of artifacts and documentation		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

TUESDAY, January 15

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:45	school and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
8:00 – 11:45 a.m.	Continue interviews as necessary not completed on day #1		Diagnostic Review Team Members (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		(working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch &team debriefing		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine standards and indicators ratings Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing 	Hotel Conference Room	Diagnostic Review Team Members

	assignments) <ul style="list-style-type: none"> Improvement Priorities – (assign team members writing assignments) Tabulate Learning Environment ratings Team member discussion: <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below OR exceeding expectations and possible causes. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 		
--	---	--	--

WEDNESDAY, January 16

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00– 11:00 a.m.	classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session Examine <ul style="list-style-type: none"> Final ratings for standards and indicators Powerful Practices (indicators rated at 4) Opportunities for Improvement (indicators rated at 2) Improvement Priorities (indicators rated at 1 or 2) Summary overview for each standard Learning Environment narrative Next steps 		Diagnostic Review Team Members
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.		Diagnostic Review Team

	<u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u>		
--	--	--	--

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

References

- Alwin, L. (2002). The will and the way of data use. *School Administrator*, 59(11), 11.
- Baumert, J., et al. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). *Shared purpose: the golden thread?* London: CIPD.
- Colbert, J., et al. (2008). An investigation of the impacts of teacher-driven professional development. *Teacher Education Quarterly*, 35(2), 134-154.
- Conley, D.T. (2007). *Redefining college readiness* (Vol. 3). Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J.W., et al. (2005). *Data driven decisionmaking in Southwestern Pennsylvania school districts*. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? *T.H.E. Journal*, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. *Journal of School Leadership*, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. *Educational Administration Quarterly*, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. *Educational Administration Quarterly*, 28 (2), 220-236.
- Guskey, T., (2007). Closing achievement gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery". *Journal of Advanced Academics*. 19 (1), 8-3.
- Hornig, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. *American Journal of Education* 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. *School Administrator*, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48 (387). 388-423.
- Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), *Organizational learning and school improvement* (p. 239-266). Greenwich, CT: JAI Press.
- McIntire, T. (2002). The administrator's guide to data-driven decision making. *Technology and Learning*, 22(11), 18-33.
- Pan, D., et al. (2003). *Examination of resource allocation in education: connecting spending to student performance*. Austin, TX: SEDL.

School Diagnostic Review Summary Report

Knight Middle School

Jefferson County Public Schools

1/13/2013 – 1/16/2013

The members of the Knight Middle School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Knight Middle School to continue her roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Knight Middle School.

Principal, Knight Middle School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____